GRADE 2 GAP ANALYSIS OVERVIEW

No information from the foundation boxes was used in the creation of this report.

| Teacher Respondent Topic | | # reviewed |
|---|-------|------------|
| Structures and Properties of Matter | | 2 |
| Interdependent Relationships in Ecosystems | | 3 |
| Earth Systems: Processes that Shape the Earth | | 1 |
| | Total | 6 |

Responses From:

| Meeting Location | Structures and Properties of Matter | Interdependent Relationships in Ecosystems | Earth Systems |
|---|---|--|---------------|
| Great Falls October 3 rd | | | |
| Kalispell November 7 th | | | |
| Missoula/Lolo November 8 th | 1 | 1 | |
| Miles City November 13 th | | | |
| Red Lodge November 14 | | 1 | |
| Billings November 15 | | | |
| Bozeman December 3 rd | | | |
| Missoula/Lolo December 6 th | | | 1 |
| Great Falls December 10 th | | | |
| Shelby December 11 th | 1 | 1 | |
| Glasgow December 12 th | | | |
| Havre December 13 th | | | |
| Total | 2 | 3 | 1 |

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Structure and Properties of Matter Total respondents: 2

| Total respondents: | 2 | | | | | |
|--|--------------------------------------|------|------|----------|------|--------------------|
| Montana Science Cont | ent Standard 1 | 2- | 2- | 2- | 2- | |
| | process, demonstrate the ability | PS1- | PS1- | PS1- | PS1- | Grand Total |
| to design, conduct, evaluate, | and communicate the results | | | _ | _ | Granu Total |
| and form reasonable conclusi | ions of scientific investigations. | 1. | 2. | 3. | 4. | |
| 1. Develop the abilities neces | ssary to safely conduct scientific | | | | | |
| inquiry, including (a step-by- | -step sequence is not implied): | | | | | |
| | ejects, events, and organisms in | | | | | |
| the environment, (b) planning | g and conducting simple | 1 | | | | 1 |
| investigations | | | | | | |
| | tools including technology to | | | | | |
| | ng metric units) and represent | | | | | |
| results of basic scientific inve | | | | | | |
| 3. Use data to describe and co | ommunicate the results of | | 1 | | 1 | 2 |
| scientific investigations | | | | | | |
| | simple concepts and compare | | | 1 | | 1 |
| those models to the actual ph | enomenon | | | | | _ |
| 5 Identify a walid tast in | nyostication | 1 | | | | 1 |
| 5. Identify a valid test in an in | of nature form an essential base | | | | | |
| | | | | | | |
| of knowledge among the Mo | | | | | | |
| Montana Science Cont | | 2- | 2- | 2- | 2- | |
| Students, through the inquiry | • | PS1- | PS1- | PS1- | PS1- | Grand Total |
| | ms, changes and interactions of | 1. | 2. | 3. | 4. | |
| physical and chemical system | | | | . | | |
| 1. Create mixtures and separa | | | | | | |
| | and sand, iron filings and soil, | | | | | |
| oil and water) | | | | | | |
| | be, compare and classify objects | 1 | 1 | 1 | 1 | 4 |
| in terms of common physical | | | | | | |
| 3. Identify the basic character | _ | 1 | | | | 1 |
| magnetism, electricity, and so | | | | _ | | |
| gases and can change from o | atter exists as solids, liquids, and | | 1 | 1 | 1 | 3 |
| | f an object can be described by | | | | | |
| its location relative to anothe | | | | | | |
| described, and measured by | | | | | | |
| | be mechanical systems and the | | | 1 | | 1 |
| forces acting within those sys | | | | 1 | | 1 |
| | | | | | | |
| light, heat, electrical, magnet | ipulate forms of energy: sound, | | | | | |
| | | | | | | |
| Montana Science Cont | | | | | | |
| Students, through the inquiry | | 2- | 2- | 2- | 2- | |
| knowledge of characteristics, living things, the process and | | PS1- | PS1- | PS1- | PS1- | Grand Total |
| living organisms interact with | | 1. | 2. | 3. | 4. | |
| environment. | in each other and then | | | | | |
| 1. Identify that plants and an | imals have structures and | | | | | |
| • • | functions for growth, survival, | | | | | |
| and reproduction | 5010 101 610 11111, 541 11141, | | | | | |
| 2. Identify, measure, and des | cribe basic requirements of | | | | | |
| energy and nutritional needs | | | | | | |
| 3. Describe and use models the | | | | | | |
| | and discuss how they are differ | | | | | |
| from species to species | • | | | | | |
| * | | | | | | |

| 4. Explain cause and effect relationships between nonliving | | | | | |
|---|------------|------------|------------|------------|--------------------------|
| and living components with ecosystems; and explain | | | | | |
| individual response to the changes in the environment | | | | | |
| including identifying differences between inherited, | | | | | |
| instinctual, and learned behaviors | | | | | |
| 5. Create and use a classification system to group a variety of | | | | | |
| plants and animals according to their similarities and | | | | | |
| differences | | | | | |
| Montana Science Content Standard 4 | 2 | 2 | 2 | 2 | |
| Students, through the inquiry process, demonstrate | 2- | 2- | 2- | 2- | |
| knowledge of the composition, structures, processes and | PS1- | PS1- | PS1- | PS1- | Grand Total |
| interactions of Earth's systems and other objects in space. | 1. | 2. | 3. | 4. | |
| Describe and give examples of earth's changing features | | | | | |
| Describe and measure the physical properties of earth's | | | | | |
| basic materials (including soil, rocks, water and gases) and | | | | | |
| the resources they provide | | | | | |
| 3. Investigate fossils and make inferences about life, the | | | | | |
| plants, animals, and the environment at that time | | | | | |
| 4. Observe and describe the water cycle and the local | | | | | |
| weather and demonstrate how weather conditions are | | | | | |
| measured | | | | | |
| | | | | | |
| 5. Identify seasons and explain the difference between | | | | | |
| weather and climate | | | | | |
| 6. Identify objects (e.g., moon, stars, meteors) in the sky and | | | | | |
| their patterns of movement and explain that light and heat | | | | | |
| comes from a star called the sun | | | | | |
| 7. Identify technology and methods used for space | | | | | |
| exploration (e.g., star patterns, space shuttles, telescopes) | | | | | |
| | | | | | |
| Montana Science Content Standard 5 | 2- | 2- | 2- | 2- | |
| Montana Science Content Standard 5 Students, through the inquiry process, understand how | 2- DS1- | 2- DS1- | 2- DS1- | 2- DS1- | Grand Total |
| | PS1- | PS1- | PS1- | PS1- | Grand Total |
| Students, through the inquiry process, understand how | | | | _ | Grand Total |
| Students, through the inquiry process, understand how scientific knowledge and technological developments impact communities, cultures and societies. | PS1- | PS1- | PS1- | PS1- | Grand Total |
| Students, through the inquiry process, understand how scientific knowledge and technological developments impact communities, cultures and societies. 1. Describe and discuss examples of how people use science | PS1- | PS1- | PS1- | PS1- | Grand Total |
| Students, through the inquiry process, understand how scientific knowledge and technological developments impact communities, cultures and societies. 1. Describe and discuss examples of how people use science and technology | PS1- | PS1- | PS1- | PS1- | Grand Total |
| Students, through the inquiry process, understand how scientific knowledge and technological developments impact communities, cultures and societies. 1. Describe and discuss examples of how people use science and technology 2. Describe a scientific or technological innovation that | PS1- | PS1- | PS1- | PS1- | Grand Total |
| Students, through the inquiry process, understand how scientific knowledge and technological developments impact communities, cultures and societies. 1. Describe and discuss examples of how people use science and technology 2. Describe a scientific or technological innovation that impacts communities, cultures, and societies | PS1- | PS1- | PS1- | PS1- | Grand Total |
| Students, through the inquiry process, understand how scientific knowledge and technological developments impact communities, cultures and societies. 1. Describe and discuss examples of how people use science and technology 2. Describe a scientific or technological innovation that impacts communities, cultures, and societies 3. Simulate scientific collaboration by sharing and | PS1- | PS1- | PS1- | PS1- | Grand Total |
| Students, through the inquiry process, understand how scientific knowledge and technological developments impact communities, cultures and societies. 1. Describe and discuss examples of how people use science and technology 2. Describe a scientific or technological innovation that impacts communities, cultures, and societies 3. Simulate scientific collaboration by sharing and communicating ideas to identify and describe problems | PS1- | PS1- | PS1- | PS1- | Grand Total |
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Interdependent Relationships in Ecosystems

Total respondents: 3

| Students, through the inquiry process, demonstrate the ability to design, conduct, evaluate, and communicate the results and form reasonable conclusions of scientific investigations. 1. Develop the abilities necessary to safely conduct scientific inquiry, including (a step-by-step sequence is not implied): (a) asking questions about objects, events, and organisms in the environment, (b) planning and conducting simple investigations 2. Select and use appropriate tools including technology to make measurements (including metric units) and represent results of basic scientific investigations 3. Use data to describe and communicate the results of scientific investigations 4. Use models that illustrate simple concepts and compare those models to the actual phenomenon 5. Identify a valid test in an investigation 6. Identify how observations of nature form an essential base of knowledge among the Montana American Indians Montana Science Content Standard 2 Students, through the inquiry process, demonstrate knowledge of properties, forms, changes and interactions of physical and chemical systems. 1. Create mixtures and separate them based on different physical properties (e.g., salt and sand, iron filings and soil, oil and water) 2. Examine, measure, describe, compare and classify objects in terms of common physical properties 3. Identify the basic characteristics of light, heat, motion, magnetism, electricity, and sound 4. Model and explain that matter exists as solids, liquids, and gases and can change from one form to another described and measured by external forces action upon it 6. Identify, build, and describe mechanical systems and the forces acting within those systems 7. observe, measure and manipulate forms of energy: sound, light, heat, electrical, magnetic Montana Science Content Standard 3 Students, through the inquiry process, demonstrate knowledge of characteristics, structures and function of living things, the process and diversity of life, and how living organisms interact with each othe | Montana Science Content Standard 1 | | | | |
|--|--|------|------|------|--------------------|
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| 7. observe, measure and manipulate forms of energy: sound, light, heat, electrical, magnetic Montana Science Content Standard 3 Students, through the inquiry process, demonstrate knowledge of characteristics, structures and function of living things, the process and diversity of life, and how living organisms interact with each other and their environment. 1. Identify that plants and animals have structures and systems that serve different functions for growth, survival, and reproduction 2. Identify, measure, and describe basic requirements of energy and nutritional needs for an organism 3. Describe and use models that trace the life cycles of different plants and animals and discuss how they are differ | | | | | |
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| different plants and animals and discuss how they are differ 1 1 2 | | | | | |
| | | | 1 | 1 | 2 |
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| 4. Explain cause and effect relationships between nonliving | | | | |
|---|------------|------------|------------|--------------------------|
| and living components with ecosystems; and explain | | | | |
| individual response to the changes in the environment | | | | |
| including identifying differences between inherited, | | 1 | 1 | 2 |
| instinctual, and learned behaviors | | | | |
| 5. Create and use a classification system to group a variety of plants and animals according to their similarities and | 4 | | 4 | 2 |
| differences | 1 | | 1 | 2 |
| Montana Science Content Standard 4 | | | _ | |
| Students, through the inquiry process, demonstrate | 1- | 2- | 2- | |
| knowledge of the composition, structures, processes and | LS2- | LS2- | LS4- | Grand Total |
| interactions of Earth's systems and other objects in space. | 1. | 2. | 1. | |
| 1. Describe and give examples of earth's changing features | | | | |
| 2. Describe and measure the physical properties of earth's | | | | |
| basic materials (including soil, rocks, water and gases) and | | | | |
| the resources they provide | | | | |
| 3. Investigate fossils and make inferences about life, the | | | | |
| plants, animals, and the environment at that time | | | | |
| 4. Observe and describe the water cycle and the local | | | | |
| weather and demonstrate how weather conditions are | | | | |
| measured | | | | |
| 5. Identify seasons and explain the difference between weather and climate | | | | |
| | | | | |
| 6. Identify objects (e.g., moon, stars, meteors) in the sky and their patterns of movement and explain that light and heat | | | | |
| comes from a star called the sun | | | | |
| 7. Identify technology and methods used for space | | | | |
| exploration (e.g., star patterns, space shuttles, telescopes) | | | | |
| | | | | |
| Montana Science Content Standard 5 | 1_ | 2- | ე_ | |
| Montana Science Content Standard 5 Students, through the inquiry process, understand how | 1- | 2- | 2- | Crand Tatal |
| Montana Science Content Standard 5 Students, through the inquiry process, understand how scientific knowledge and technological developments impact | LS2- | LS2- | LS4- | Grand Total |
| Students, through the inquiry process, understand how | | | | Grand Total |
| Students, through the inquiry process, understand how scientific knowledge and technological developments impact communities, cultures and societies. | LS2- | LS2- | LS4- | Grand Total |
| Students, through the inquiry process, understand how scientific knowledge and technological developments impact | LS2- | LS2- | LS4- | Grand Total |
| Students, through the inquiry process, understand how scientific knowledge and technological developments impact communities, cultures and societies. 1. Describe and discuss examples of how people use science and technology 2. Describe a scientific or technological innovation that | LS2- | LS2- | LS4- | Grand Total |
| Students, through the inquiry process, understand how scientific knowledge and technological developments impact communities, cultures and societies. 1. Describe and discuss examples of how people use science and technology 2. Describe a scientific or technological innovation that impacts communities, cultures, and societies | LS2- | LS2- | LS4- | Grand Total |
| Students, through the inquiry process, understand how scientific knowledge and technological developments impact communities, cultures and societies. 1. Describe and discuss examples of how people use science and technology 2. Describe a scientific or technological innovation that impacts communities, cultures, and societies 3. Simulate scientific collaboration by sharing and | LS2- | LS2- | LS4- | Grand Total |
| Students, through the inquiry process, understand how scientific knowledge and technological developments impact communities, cultures and societies. 1. Describe and discuss examples of how people use science and technology 2. Describe a scientific or technological innovation that impacts communities, cultures, and societies 3. Simulate scientific collaboration by sharing and communicating ideas to identify and describe problems | LS2- | LS2- | LS4- | Grand Total |
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| Students, through the inquiry process, understand how scientific knowledge and technological developments impact communities, cultures and societies. 1. Describe and discuss examples of how people use science and technology 2. Describe a scientific or technological innovation that impacts communities, cultures, and societies 3. Simulate scientific collaboration by sharing and communicating ideas to identify and describe problems 4. Use scientific knowledge to make inferences and propose solutions for simple environmental problems | LS2- | LS2- | LS4- | Grand Total |
| Students, through the inquiry process, understand how scientific knowledge and technological developments impact communities, cultures and societies. 1. Describe and discuss examples of how people use science and technology 2. Describe a scientific or technological innovation that impacts communities, cultures, and societies 3. Simulate scientific collaboration by sharing and communicating ideas to identify and describe problems 4. Use scientific knowledge to make inferences and propose solutions for simple environmental problems 5. Identify how the knowledge of science and technology | LS2- | LS2- | LS4- | Grand Total |
| Students, through the inquiry process, understand how scientific knowledge and technological developments impact communities, cultures and societies. 1. Describe and discuss examples of how people use science and technology 2. Describe a scientific or technological innovation that impacts communities, cultures, and societies 3. Simulate scientific collaboration by sharing and communicating ideas to identify and describe problems 4. Use scientific knowledge to make inferences and propose solutions for simple environmental problems 5. Identify how the knowledge of science and technology influences the development of the Montana American Indian | LS2- | LS2- | LS4- | Grand Total |
| Students, through the inquiry process, understand how scientific knowledge and technological developments impact communities, cultures and societies. 1. Describe and discuss examples of how people use science and technology 2. Describe a scientific or technological innovation that impacts communities, cultures, and societies 3. Simulate scientific collaboration by sharing and communicating ideas to identify and describe problems 4. Use scientific knowledge to make inferences and propose solutions for simple environmental problems 5. Identify how the knowledge of science and technology influences the development of the Montana American Indian cultures | LS2- 1. | LS2- 2. | LS4- 1. | Grand Total |
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| Students, through the inquiry process, understand how scientific knowledge and technological developments impact communities, cultures and societies. 1. Describe and discuss examples of how people use science and technology 2. Describe a scientific or technological innovation that impacts communities, cultures, and societies 3. Simulate scientific collaboration by sharing and communicating ideas to identify and describe problems 4. Use scientific knowledge to make inferences and propose solutions for simple environmental problems 5. Identify how the knowledge of science and technology influences the development of the Montana American Indian cultures Montana Science Content Standard 6 Students understand historical developments in science and | 1- LS2- | LS2- 2. | LS4- 1. | Grand Total Grand Total |
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| Students, through the inquiry process, understand how scientific knowledge and technological developments impact communities, cultures and societies. 1. Describe and discuss examples of how people use science and technology 2. Describe a scientific or technological innovation that impacts communities, cultures, and societies 3. Simulate scientific collaboration by sharing and communicating ideas to identify and describe problems 4. Use scientific knowledge to make inferences and propose solutions for simple environmental problems 5. Identify how the knowledge of science and technology influences the development of the Montana American Indian cultures Montana Science Content Standard 6 Students understand historical developments in science and technology. 1. Give historical examples of scientific and technological | 1- LS2- | LS2- 2. | LS4- 1. | |
| Students, through the inquiry process, understand how scientific knowledge and technological developments impact communities, cultures and societies. 1. Describe and discuss examples of how people use science and technology 2. Describe a scientific or technological innovation that impacts communities, cultures, and societies 3. Simulate scientific collaboration by sharing and communicating ideas to identify and describe problems 4. Use scientific knowledge to make inferences and propose solutions for simple environmental problems 5. Identify how the knowledge of science and technology influences the development of the Montana American Indian cultures Montana Science Content Standard 6 Students understand historical developments in science and technology. 1. Give historical examples of scientific and technological contributions to communities, cultures and societies, including Montana American Indian examples | 1- LS2- | LS2- 2. | LS4- 1. | |
| Students, through the inquiry process, understand how scientific knowledge and technological developments impact communities, cultures and societies. 1. Describe and discuss examples of how people use science and technology 2. Describe a scientific or technological innovation that impacts communities, cultures, and societies 3. Simulate scientific collaboration by sharing and communicating ideas to identify and describe problems 4. Use scientific knowledge to make inferences and propose solutions for simple environmental problems 5. Identify how the knowledge of science and technology influences the development of the Montana American Indian cultures Montana Science Content Standard 6 Students understand historical developments in science and technology. 1. Give historical examples of scientific and technological contributions to communities, cultures and societies, including Montana American Indian examples 2. Describe how scientific inquiry has produced much knowledge about the world and a variety of contributions toward understanding events and phenomenon within the | 1- LS2- | LS2- 2. | LS4- 1. | |
| Students, through the inquiry process, understand how scientific knowledge and technological developments impact communities, cultures and societies. 1. Describe and discuss examples of how people use science and technology 2. Describe a scientific or technological innovation that impacts communities, cultures, and societies 3. Simulate scientific collaboration by sharing and communicating ideas to identify and describe problems 4. Use scientific knowledge to make inferences and propose solutions for simple environmental problems 5. Identify how the knowledge of science and technology influences the development of the Montana American Indian cultures Montana Science Content Standard 6 Students understand historical developments in science and technology. 1. Give historical examples of scientific and technological contributions to communities, cultures and societies, including Montana American Indian examples 2. Describe how scientific inquiry has produced much knowledge about the world and a variety of contributions toward understanding events and phenomenon within the universe | 1- LS2- | LS2- 2. | LS4- 1. | |
| Students, through the inquiry process, understand how scientific knowledge and technological developments impact communities, cultures and societies. 1. Describe and discuss examples of how people use science and technology 2. Describe a scientific or technological innovation that impacts communities, cultures, and societies 3. Simulate scientific collaboration by sharing and communicating ideas to identify and describe problems 4. Use scientific knowledge to make inferences and propose solutions for simple environmental problems 5. Identify how the knowledge of science and technology influences the development of the Montana American Indian cultures Montana Science Content Standard 6 Students understand historical developments in science and technology. 1. Give historical examples of scientific and technological contributions to communities, cultures and societies, including Montana American Indian examples 2. Describe how scientific inquiry has produced much knowledge about the world and a variety of contributions toward understanding events and phenomenon within the | 1- LS2- | LS2- 2. | LS4- 1. | |

Earth Systems

| Total respondents: 1 | | | | | |
|---|-------|-------|-------|-------|--------------------|
| Montana Science Content Standard 1 | 2- | 2- | 2- | 2- | |
| Students, through the inquiry process, demonstrate the ability | ESS1- | ESS2- | ESS2- | ESS2- | Grand Total |
| to design, conduct, evaluate, and communicate the results | 1. | 1. | 2. | 3. | |
| and form reasonable conclusions of scientific investigations. | | | | | |
| 1. Develop the abilities necessary to safely conduct scientific | | | | | |
| inquiry, including (a step-by-step sequence is not implied): (a) asking questions about objects, events, and organisms in | | | | | |
| the environment, (b) planning and conducting simple | | | | | |
| investigations | | | | | |
| 2. Select and use appropriate tools including technology to | | | | | |
| make measurements (including metric units) and represent | | | | | |
| results of basic scientific investigations | | | | | |
| 3. Use data to describe and communicate the results of | | | | 1 | 1 |
| scientific investigations | | | | _ | - |
| 4. Use models that illustrate simple concepts and compare | | | | | |
| those models to the actual phenomenon | | | | | |
| • | | | | | |
| 5. Identify a valid test in an investigation | | | | | |
| 6. Identify how observations of nature form an essential base | 1 | | | | 1 |
| of knowledge among the Montana American Indians | | | | | |
| Montana Science Content Standard 2 | 2- | 2- | 2- | 2- | |
| Students, through the inquiry process, demonstrate | ESS1- | ESS2- | ESS2- | ESS2- | Grand Total |
| knowledge of properties, forms, changes and interactions of | 1. | 1. | 2. | 3. | Grana rotar |
| physical and chemical systems. | 1. | 1. | ۷. | Э. | |
| 1. Create mixtures and separate them based on different | | | | | |
| physical properties (e.g., salt and sand, iron filings and soil, | | | | | |
| oil and water) | | | | | |
| 2. Examine, measure, describe, compare and classify objects | | 1 | | | 1 |
| in terms of common physical properties | | | | | |
| 3. Identify the basic characteristics of light, heat, motion, | | | | | |
| magnetism, electricity, and sound | | | | | |
| 4. Model and explain that matter exists as solids, liquids, and | | | 1 | 1 | 2 |
| gases and can change from one form to another | | | | | |
| 5. Identify that the position of an object can be described by its location relative to another object and its motions | | | | | |
| described, and measured by external forces action upon it | | | | | |
| 6. identify, build, and describe mechanical systems and the | | | | | |
| forces acting within those systems | | | | | |
| 7. observe, measure and manipulate forms of energy: sound, | | | | | |
| light, heat, electrical, magnetic | | | | | |
| Montana Science Content Standard 3 | | | | | |
| Students, through the inquiry process, demonstrate | | | | | |
| knowledge of characteristics, structures and function of | 2- | 2- | 2- | 2- | |
| living things, the process and diversity of life, and how | ESS1- | ESS2- | ESS2- | ESS2- | Grand Total |
| living organisms interact with each other and their | 1. | 1. | 2. | 3. | |
| environment. | | | | | |
| Identify that plants and animals have structures and | | | | | |
| systems that serve different functions for growth, survival, | | | | | |
| and reproduction | | | | | |
| 2. Identify, measure, and describe basic requirements of | | | | | |
| energy and nutritional needs for an organism | | | | | |
| 3. Describe and use models that trace the life cycles of | | | | | |
| different plants and animals and discuss how they are differ | | | 1 | | 1 |
| from species to species | | | | | |

| 4. Explain cause and effect relationships between nonliving and living components with ecosystems; and explain | | | | | |
|---|-------------------|-------------------|-------------------|-------------------|---------------|
| individual response to the changes in the environment including identifying differences between inherited, instinctual, and learned behaviors | | | | | |
| 5. Create and use a classification system to group a variety of plants and animals according to their similarities and differences | | | | | |
| Montana Science Content Standard 4 | | | | | |
| Students, through the inquiry process, demonstrate knowledge of the composition, structures, processes and interactions of Earth's systems and other objects in space. | 2- ESS1- 1. | 2- ESS2- 1. | 2- ESS2- 2. | 2- ESS2- 3. | Grand Total |
| 1 Describe and all an ample of conditions are for the | | 1 | 1 | 1 | 3 |
| Describe and give examples of earth's changing features Describe and measure the physical properties of earth's basic materials (including soil, rocks, water and gases) and the resources they provide | | | | 1 | 1 |
| 3. Investigate fossils and make inferences about life, the plants, animals, and the environment at that time | 1 | | | | 1 |
| Observe and describe the water cycle and the local weather and demonstrate how weather conditions are measured | | 1 | | 1 | 2 |
| 5. Identify seasons and explain the difference between weather and climate | | | | | |
| 6. Identify objects (e.g., moon, stars, meteors) in the sky and their patterns of movement and explain that light and heat comes from a star called the sun | | | | | |
| 7. Identify technology and methods used for space | | | | | |
| exploration (e.g., star patterns, space shuttles, telescopes) | | | | | |
| | | | | | |
| Montana Science Content Standard 5 | 2- | 2- | 2- | 2- | |
| Montana Science Content Standard 5 Students, through the inquiry process, understand how | 2- ESS1- | 2- ESS2- | 2- ESS2- | 2- ESS2- | Grand Total |
| Montana Science Content Standard 5 Students, through the inquiry process, understand how scientific knowledge and technological developments impact communities, cultures and societies. | _ | | _ | | Grand Total |
| Montana Science Content Standard 5 Students, through the inquiry process, understand how scientific knowledge and technological developments impact communities, cultures and societies. 1. Describe and discuss examples of how people use science and technology | ESS1- | ESS2- | ESS2- | ESS2- | Grand Total |
| Montana Science Content Standard 5 Students, through the inquiry process, understand how scientific knowledge and technological developments impact communities, cultures and societies. 1. Describe and discuss examples of how people use science | ESS1- | ESS2- | ESS2- | ESS2- | Grand Total |
| Montana Science Content Standard 5 Students, through the inquiry process, understand how scientific knowledge and technological developments impact communities, cultures and societies. 1. Describe and discuss examples of how people use science and technology 2. Describe a scientific or technological innovation that impacts communities, cultures, and societies 3. Simulate scientific collaboration by sharing and | ESS1- | ESS2- | ESS2- | ESS2- | Grand Total |
| Montana Science Content Standard 5 Students, through the inquiry process, understand how scientific knowledge and technological developments impact communities, cultures and societies. 1. Describe and discuss examples of how people use science and technology 2. Describe a scientific or technological innovation that impacts communities, cultures, and societies 3. Simulate scientific collaboration by sharing and communicating ideas to identify and describe problems | ESS1- | ESS2- 1. | ESS2- | ESS2- | |
| Montana Science Content Standard 5 Students, through the inquiry process, understand how scientific knowledge and technological developments impact communities, cultures and societies. 1. Describe and discuss examples of how people use science and technology 2. Describe a scientific or technological innovation that impacts communities, cultures, and societies 3. Simulate scientific collaboration by sharing and communicating ideas to identify and describe problems 4. Use scientific knowledge to make inferences and propose solutions for simple environmental problems | ESS1- | ESS2- 1. | ESS2- | ESS2- | |
| Montana Science Content Standard 5 Students, through the inquiry process, understand how scientific knowledge and technological developments impact communities, cultures and societies. 1. Describe and discuss examples of how people use science and technology 2. Describe a scientific or technological innovation that impacts communities, cultures, and societies 3. Simulate scientific collaboration by sharing and communicating ideas to identify and describe problems 4. Use scientific knowledge to make inferences and propose solutions for simple environmental problems 5. Identify how the knowledge of science and technology | ESS1- | ESS2- 1. | ESS2- | ESS2- | |
| Montana Science Content Standard 5 Students, through the inquiry process, understand how scientific knowledge and technological developments impact communities, cultures and societies. 1. Describe and discuss examples of how people use science and technology 2. Describe a scientific or technological innovation that impacts communities, cultures, and societies 3. Simulate scientific collaboration by sharing and communicating ideas to identify and describe problems 4. Use scientific knowledge to make inferences and propose solutions for simple environmental problems | ESS1- | ESS2- 1. | ESS2- | ESS2- | |
| Montana Science Content Standard 5 Students, through the inquiry process, understand how scientific knowledge and technological developments impact communities, cultures and societies. 1. Describe and discuss examples of how people use science and technology 2. Describe a scientific or technological innovation that impacts communities, cultures, and societies 3. Simulate scientific collaboration by sharing and communicating ideas to identify and describe problems 4. Use scientific knowledge to make inferences and propose solutions for simple environmental problems 5. Identify how the knowledge of science and technology influences the development of the Montana American Indian cultures | ESS1- | ESS2- 1. | ESS2- | ESS2- | |
| Montana Science Content Standard 5 Students, through the inquiry process, understand how scientific knowledge and technological developments impact communities, cultures and societies. 1. Describe and discuss examples of how people use science and technology 2. Describe a scientific or technological innovation that impacts communities, cultures, and societies 3. Simulate scientific collaboration by sharing and communicating ideas to identify and describe problems 4. Use scientific knowledge to make inferences and propose solutions for simple environmental problems 5. Identify how the knowledge of science and technology influences the development of the Montana American Indian cultures Montana Science Content Standard 6 Students understand historical developments in science and | ESS1- 1. | 1 2- ESS2- | ESS2- 2. | 2- ESS2- | |
| Montana Science Content Standard 5 Students, through the inquiry process, understand how scientific knowledge and technological developments impact communities, cultures and societies. 1. Describe and discuss examples of how people use science and technology 2. Describe a scientific or technological innovation that impacts communities, cultures, and societies 3. Simulate scientific collaboration by sharing and communicating ideas to identify and describe problems 4. Use scientific knowledge to make inferences and propose solutions for simple environmental problems 5. Identify how the knowledge of science and technology influences the development of the Montana American Indian cultures Montana Science Content Standard 6 | ESS1- 1. | 1 1 2- | ESS2- 2. | ESS2- 3. | 1 |
| Montana Science Content Standard 5 Students, through the inquiry process, understand how scientific knowledge and technological developments impact communities, cultures and societies. 1. Describe and discuss examples of how people use science and technology 2. Describe a scientific or technological innovation that impacts communities, cultures, and societies 3. Simulate scientific collaboration by sharing and communicating ideas to identify and describe problems 4. Use scientific knowledge to make inferences and propose solutions for simple environmental problems 5. Identify how the knowledge of science and technology influences the development of the Montana American Indian cultures Montana Science Content Standard 6 Students understand historical developments in science and technology. 1. Give historical examples of scientific and technological contributions to communities, cultures and societies, | ESS1- 1. | 1 2- ESS2- | ESS2- 2. | 2- ESS2- | 1 |
| Montana Science Content Standard 5 Students, through the inquiry process, understand how scientific knowledge and technological developments impact communities, cultures and societies. 1. Describe and discuss examples of how people use science and technology 2. Describe a scientific or technological innovation that impacts communities, cultures, and societies 3. Simulate scientific collaboration by sharing and communicating ideas to identify and describe problems 4. Use scientific knowledge to make inferences and propose solutions for simple environmental problems 5. Identify how the knowledge of science and technology influences the development of the Montana American Indian cultures Montana Science Content Standard 6 Students understand historical developments in science and technology. 1. Give historical examples of scientific and technological contributions to communities, cultures and societies, including Montana American Indian examples | ESS1- 1. | 1 2- ESS2- | ESS2- 2. | 2- ESS2- | 1 |
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